
2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
Cover SheetName of Principal Mrs. Linda Collie
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)Official School Name Shadybrook Elementary School
(As it should appear in the official records)School Mailing Address 503 Shadybrook Road
(If address is P.O. Box, also include street address)High Point North Carolina 27265-1902
City State Zip Code+4 (9 digits total)

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I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____Name of Superintendent* Dr. Terry Grier
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)District Name Guilford County Schools Tel. (336) 370-8100

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____Name of School Board
President/Chairperson Mr. Alan Duncan
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 64 Elementary schools
19 Middle schools
 Junior high schools
22 High schools
2 Other (Briefly explain) Two schools serve physically handicapped students.
107 TOTAL

2. District Per Pupil Expenditure: \$2,136.87

Average State Per Pupil Expenditure: \$4,143.85

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☒ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 2.5 Number of years the principal has been in her/his position at this school.
6 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	47	38	85		7			
1	37	46	83		8			
2	49	45	94		9			
3	57	45	102		10			
4	42	41	83		11			
5	44	44	88		12			
6					Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					535

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>60.6</u> | % White |
| <u>29.0</u> | % Black or African American |
| <u>5.2</u> | % Hispanic or Latino |
| <u>5.2</u> | % Asian/Pacific Islander |
| <u> </u> | % American Indian/Alaskan Native |
| 100% | Total |

7. Student turnover, or mobility rate, during the past year: 25.6 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	76
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	69
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	145
(4)	Total number of students in the school as of October 1	565
(5)	Subtotal in row (3) divided by total in row (4)	.256
(6)	Amount in row (5) multiplied by 100	25.6

8. Limited English Proficient students in the school: 6.3 %
34 Total Number Limited English Proficient

Proficient

Number of languages represented: 15

Specify languages: Albanian, Amharic, Arabic, French, Guariti, Japanese, Khmmu, Lao, Portugese, Serbo-Croacia, Spanish, Swedish, Urdu, Vietnamese, Yoruba

9. Students eligible for free/reduced-priced meals: 32.3 %
173 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10.8 %
58 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>15</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>12</u> Speech or Language Impairment
<u>8</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>24</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>4</u>
Paraprofessionals	<u>12</u>	<u>0</u>
Support staff	<u>5</u>	<u>2</u>
Total number	<u>46</u>	<u>6</u>

12. Average school student-“classroom teacher” ratio: 22:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.61	95.8	94.96	95.24	94.74
Daily teacher attendance	94.42	93.08	93.75	---	---
Teacher turnover rate	19%	27%	8%	11%	17%
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

Shadybrook Elementary School is located in the northwest corner of High Point, North Carolina and is one of 107 schools in the Guilford County School system. Our mission is to nurture and involve students in an environment that emphasizes cooperation, discovery and enjoyment. Our staff strives to develop educated and responsible citizens who possess a positive self-esteem, show respect for others and have an interest in lifelong learning. We believe that students achieve greater success when teachers, parents and the community work together. With an eagle as our mascot, our motto is “Soaring High...Touching the Future.”

Prior to the current school year, Shadybrook’s student population was approximately 53% minority, with 49% of students qualifying for free/reduced meals. Students from several subsidized housing community areas in High Point were assigned to the school, along with children who lived in the surrounding neighborhood. Because of the high percentage of economically disadvantaged students, Shadybrook qualified for Title I funding.

During the past five years, the Guilford County School system has implemented various phases of a redistricting plan designed to assign students to schools closer to their homes. Phase V of this plan was implemented at the beginning of the 2003-2004 school year, which resulted in the reassignment of almost 100 students from our subsidized housing community, to other schools in High Point. The redistricting plan also moved approximately 80 students from a higher socioeconomic area to Shadybrook. Because our school is designated as the opt-out for three of the magnet schools in High Point, slightly more than half of the students who were reassigned were able to choose to remain at Shadybrook. The overall make-up of our student population, however, has greatly changed this year because of the redistricting plan and we are no longer designated as a Title I school.

During the past five years, student achievement has significantly increased at Shadybrook, primarily because of the implementation of best practices on a daily basis in every classroom and an increased awareness and focus on closing the achievement gap. Our overall school proficiency has increased from 78% to 94.1% during this period. In each of the past two years, more than 90% of our students in grades 3-5 have scored at the proficient level on state assessments. Our school also achieved high growth both of those years, which means that students scored at least 10% higher than expected. As a result of having at least 90% of our students on grade level, we were named as a North Carolina “School of Excellence” for both the 2001-2002 and 2002-2003 school years. We also met each of our 19 target goals, as defined by the No Child Left Behind Act, to achieve Adequate Yearly Progress in 2002-2003.

We are very fortunate to have a stable, highly qualified staff, as well as an abundance of active parent volunteers, working together to help our students continue to achieve academic success. By effectively utilizing all of our resources, we hope to ensure that every student is able to reach his/her potential.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Meaning of assessment results:

In 1995, the General Assembly of North Carolina passed a law directing the State Board of Education to establish a new accountability plan that would provide a system of clear rewards and consequences for individual public schools. In response to this legislation, a statewide testing program emphasizing the basic skills that all students should master was developed. The ABCs Accountability Program was initially implemented in grades 3-8 during the 1996-97 school year. High school accountability standards were implemented the following year.

At the elementary level, students in grades 3-5 are administered end-of grade multiple choice tests in Reading Comprehension and Mathematics Applications and Computation during the final three weeks of each school year. These standardized tests measure the achievement of curriculum competencies described in the *North Carolina Standard Course of Study*. These competencies are also closely aligned with national curriculum standards.

The ABCs accountability model sets growth and performance standards for each elementary, middle and high school in the state. Each student receives a developmental scale score and an achievement level score in both reading and math. Scale scores are used to chart the average educational growth of students as they progress through the grades. Growth standards are benchmarks set annually to measure each school's progress. An individual school's "expected growth" is based on its previous performance and statewide average growth. "Expected growth" is the amount of growth that would be reasonably expected over a year's worth of time, while "high growth" refers to growth that exceeds by at least 10% the amount designated by the State Board of Education. For the past five years, Shadybrook has met its "expected growth" each year and achieved "high growth" during the 2001-2002 and 2002-2003 school years.

Achievement levels (cut scores) are used to show the percentage of students scoring at the proficient level. Students scoring Level III or IV are considered proficient by demonstrating consistent to superior mastery of grade level knowledge and skills. The tables on pages 14-19 show the percentage of Shadybrook Elementary students performing at or above grade level for each of the past five years. Achievement scores have risen significantly at each grade level in both reading and math, especially during the past few years. We are especially proud that our focus on reducing the achievement gap has greatly increased the percentage of minority and economically disadvantaged students who are performing on grade level. At several grade levels, there has been more than a 30 point increase in the percentage of minority students scoring Level III or IV over the past five years.

The ABCs accountability model provides special recognition to schools that meet their performance and growth target goals. Shadybrook was recognized as a "School of Distinction" for the 2000-2001 school year, which meant that at least 80% of our students were proficient. We received designation as a "School of Excellence" for the 2001-2002 and 2002-2003 school years for having at least 90% proficiency and making "high growth."

2. Use of assessment data to improve student and school performance:

Analyzing and utilizing data to drive instruction and improve student achievement is a major focus at Shadybrook. A variety of assessments are used during the school year to monitor student progress. Each quarter, students in grades K-2 are administered literacy and math assessments, which are based on the North Carolina grade level Language Arts and Math competencies. Students are also given Literacy First assessments on an on-going basis. These assessments identify specific weaknesses that students have in the areas of decoding, fluency and comprehension. Based on the results of these assessments, students are placed in flexible skill groups for reading instruction.

Students in grades 3-5 are administered quarterly benchmark assessments in reading and math that are based on the pacing guides for each subject. Teachers scan these assessments and receive detailed student and class reports to help them effectively plan for instruction. In grades 1-5, students and teachers also utilize a Curriculum Based Measurement program called “Yearly Progress Pro” that assesses progress across the entire math curriculum on a weekly basis.

At the end of each quarter, the principal conducts individual conferences with each teacher to review assessment results. The progress of individual students, as well as the overall class performance, is discussed and teachers are asked to identify strategies that will be used to improve student achievement during the next quarter. Personalized Education Plans are reviewed and revised each quarter for those students who have been identified as working below grade level.

3. How the school communicates student performance:

Within the first month of school, a parent meeting is held to give teachers the opportunity to share grade level expectations and to explain the assessments that will be used to evaluate student progress. At the end of the first quarter, teachers hold individual conferences with the parent and student to discuss specific areas of strengths and weaknesses. The teacher, parent and student sign a compact that outlines their responsibilities in helping ensure a positive learning environment in both the home and school. Our school social worker makes home visits to review the home/school compact and to share academic concerns if parents are not able to come in for a conference.

Report cards are sent home to parents each quarter and interim progress reports are given to all students at the mid-point of the grading period. Weekly envelopes containing graded student work are sent home each Monday and parents are asked to review the work with their child. Teachers maintain regular contact with parents, especially if a child is not making adequate progress.

Our newsletter and Shadybrook website are used to communicate school-wide assessment results to our community. The North Carolina Report Card, which shows our school’s performance in comparison to the district and state, is posted on the website. Our School Improvement Plan, which shows disaggregated test results for the past three years, is also posted on our website.

4. How the school will share its successes:

The North Carolina Department of Public Instruction recently selected Shadybrook as one of twenty-nine model schools in the state. This selection was based on the fact that we have had one of the best records in the state over a three year period for successfully improving the academic performance of our students. Two teams from the Department of Public Instruction visited our school to gather information about best practices/strategies in the areas of fiscal management, administrative practices and instructional programs. Information about our school will be distributed statewide to assist other school systems in improving student achievement and will be used to create models specific to each of the subgroups of the No Child Left Behind Act. This will provide us with an excellent opportunity to be able to share our successes with other North Carolina schools.

Our principals' meetings provide an additional opportunity to share strategies that have been successful in improving student achievement. Shadybrook is one of 13 elementary schools in a cohort group that meets monthly with our Instructional Improvement Officer to network and share best practices with each other. Four of the schools in the cohort did not make Adequate Yearly Progress and could especially benefit from collaborating with our teachers.

The Shadybrook staff is very open to having teachers and administrators from other schools visit our classrooms. Several schools in Guilford County have already sent staff members to talk to our teachers, curriculum facilitator and principal about the strategies we have in place for improving student achievement. We also have a number of staff members who are willing to make presentations to local schools and at state or national conferences to share the story of our academic success.

PART V – CURRICULUM AND INSTRUCTION

1. Description of the school's curriculum:

The curriculum at Shadybrook is based on the goals and objectives identified by the *North Carolina Standard Course of Study* (SCS). The SCS is the legal document that defines the programs of study in each of the subject or skill areas required to be offered and available in each public school. Each elementary school is responsible for providing instruction in arts education, computer skills and information skills, language arts, guidance, healthful living, mathematics, science and social studies.

In Guilford County, the state curriculum has been prioritized by “Essential” and “Important” objectives. Using the Prioritized Curriculum, Shadybrook teachers have mapped the objectives to form quarterly pacing guides for each grade level. These curriculum maps are valuable tools that keep classroom teachers on pace with instruction, help specialty teachers integrate their areas with topics and themes used in the classrooms and keep parents abreast of current and upcoming content being studied. Each grade level's curriculum maps are posted on our website for easy access by teachers and parents.

Teachers at Shadybrook utilize the Learning Focused lesson plan format when planning lessons and units of study. Each lesson begins with an essential question that is based on the objective of the lesson and should be answered by all students at the end of the instructional period. This format encourages the use of graphic organizers for each lesson and promotes high academic learning time for students through active engagement.

A large block of uninterrupted time is designated daily for teachers to focus on the two major core curriculum areas: Language Arts and Mathematics. The SCS for Language Arts includes reading (cognition, interpretation, critical stance and connections), spelling and writing. Mathematics instruction focuses on number sense, numeration, numerical operations, spatial sense, measurement, geometry, patterns, relationships, functions, data, probability and statistics. Science, social studies and health are integrated into the Language Arts block through the use of thematic units.

In addition to teaching the core curriculum areas, we provide opportunities for students to have weekly instruction in art, music, physical education, media, technology and guidance. These classes are taught by a certified specialist and reinforce the skills that are being taught in the regular classroom. Giving students access to these special classes allows them to see the connections between the various curriculum areas.

Character Education is also a major area of focus at Shadybrook and is incorporated into classroom instruction. One of the eight cornerstones of good character (respect, caring, responsibility, courage, integrity, determination, self-discipline and giving) is featured monthly.

2. Reading curriculum and why it was chosen:

Approximately six years ago, the Guilford County School System encouraged schools to adopt a modified version of the Four Blocks literacy framework developed by Pat Cunningham and Dottie Hall. We have continued using this model, as it provides a balanced approach to teaching reading and has proven beneficial to our students.

Our “four blocks and a ball” model provides numerous and varied opportunities for all children to learn to read and write. The teacher directed reading block exposes all children to grade level material and focuses on comprehension. Through whole group instruction, teachers model “think alouds” and utilize graphic organizers to guide students through content area readings. During the self-selected block, children choose to read books that are at their independent reading level. Teachers hold weekly, individual conferences with students during this block and work on both fluency and comprehension. The Working with Words block focuses on developing students’ word attack skills and increasing their knowledge of basic sight words. The Writing block is multilevel, in that students work at their own individual pace and are in different stages of the writing process each day. The teacher may give the students a topic to write on or they may write on a topic of their choosing. A key component of our reading model is the guided reading block. Students are placed in flexible groups, based on their mastery of reading objectives, and receive instruction through a variety of reading genres. Additional staff members are used during this block to reduce the size of our groups for below level readers. This enables the needs of individual students to be more effectively addressed.

The Literacy First process is also an important part of our total reading program. Through focused staff development and on-site visits by our Literacy First consultant, our teachers have learned the importance of using diagnostic information to drive their instructional decisions. They have also learned research-based strategies for increasing academic learning time and improving students’ decoding, fluency and comprehension skills.

3. Writing curriculum:

The implementation of a new writing program has been a major focus for our school this year. Helping teachers move from a benchmark approach to that of a Writer’s Workshop has required extensive staff development. As teachers’ attitudes have changed about their approach to writing instruction, the increase in the level of student enthusiasm has been evident. Because students are allowed to choose what they want to write about, rather than having to write on a topic always chosen by the teacher, they have also shown an increased interest in becoming a writer.

Some of the major components of the Writer’s Workshop include a mini-lesson, status of the class, time for writing, conferencing and sharing. A mini-lesson is usually a 5-10 minute whole class activity that focuses on various topics related to writing, such as how to get ideas for a story or how to punctuate dialogue. After the mini-lesson, a few minutes are taken to determine the status of the class or how students are progressing with their writing. Time is then given for students to work on an unfinished piece of writing or to possibly begin a new story. Students are given sustained blocks of time for writing to enable them to gain the experience needed to improve their skills. As students are writing, the teacher conducts individual conferences, which

is considered the “essential act” in the Writer’s Workshop. Conferring with students enables the teacher to provide writing instruction that is specific to the needs of individual students. Providing opportunities for students to share their work at the end of the class period helps to build a learning community and enables children to see the importance of giving feedback to each other.

Students at the fourth grade level are administered a state writing test during March of each year. In order to give these students additional opportunities to strengthen their writing skills, fourth grade classes are scheduled into the computer lab each week to utilize electronic graphic organizers and word processing tools. The opportunity to use these tools reinforces and enhances the skills that are taught in the classroom.

4. Different instructional methods to improve student learning:

The Shadybrook staff works very hard to ensure that instruction is provided that will meet the different ability levels of our students. We believe that the implementation of best practices on a daily basis benefits our entire student population. Examples of instructional strategies that are used include activators, summarizers, graphic organizers, think alouds, collaborative pairs, tiered lessons and literature circles.

In order to meet all of the children’s needs within a classroom, teachers use a combination of whole group, small group and individualized instruction. Flexible groups are formed across the grade level during the guided reading block. These groups are formed after an initial assessment of students’ reading levels and are continually reconfigured, based on individual progress. Flexible skill groups are also formed that are based on students’ mastery of phonemic awareness and phonological skills.

On-going assessments provide teachers with valuable information about the progress their students are making. For those students who are working below grade level, intensive remediation is provided. Retired teachers, peer tutors and parent volunteers are used to work with individual or small groups of students who are having difficulty mastering specific reading and/or math skills. “Success Maker” is a software program that is also utilized to help our below level students. Personalized Education Plans, outlining specific strategies that will be used to improve academic weaknesses, are developed for each student that is working below grade level. This year, we are focusing extra attention on our third grade special needs students in reading, as that is the one area where we have seen a decrease in test scores over the past few years.

The number of students in our school working above grade level has increased in recent years, requiring teachers to develop strategies to more effectively differentiate instruction. Some of these strategies include tiered assignments, individual projects, literacy centers and the use of off-grade level materials. Providing extension activities for our upper level students helps ensure that they will be able to make at least one year’s academic growth, not just simply maintain their level of proficiency.

5. Professional development program:

On-going professional development that is based on the needs of our staff members has been an essential part of our efforts to improve student achievement. At the end of each school year, our School Improvement Team reviews testing data and survey results to determine areas where staff development is needed. A plan is developed to target those areas that are most likely to result in the improvement of our total instructional program.

Throughout the school year, teachers meet with the principal and the curriculum facilitator during grade level common planning times. These meetings are used to disseminate new curriculum information, to revise and refine curriculum maps, to share strategies that are working well in individual classrooms, to review assessment data and develop remediation and enrichment plans and to address specific grade level issues and concerns.

Professional development sessions for all staff members are held after school once each month and focus on topics that impact the total school. Examples of in-service sessions that have been held this year include strategies for working with our increasing ESOL population, understanding and dealing effectively with ADHD students, brain based learning, identifying characteristics of a learner centered classroom and differentiating instruction to meet the needs of diverse learners. Daily classroom observations by the principal and curriculum facilitator, followed by oral and written feedback, helps to ensure that teachers have the necessary support to implement new instructional methods.

Opportunities are also provided for teachers and assistants to sign-up for special in-service activities that may not be applicable to all staff members. Examples of sessions that have been held this year include strategies for improving guided reading instruction and using multimedia resources to support and enhance classroom instruction.

A major staff development focus during these past two years has been the implementation of the Literacy First process. All classroom teachers, resource teachers, the curriculum facilitator and principal have participated in this intensive training. As a result of this training, our teachers have learned to more effectively work with students who have reading difficulties, instead of depending on a specialist to pull their students out of the regular classroom.

State Criterion-Referenced Tests

Test: North Carolina End-of-Grade Assessment

Grade/Subject: 3rd Grade Reading

Edition/publication year: First Edition 1993
Second Edition 2003

Publisher: NCDPI

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	May	May	May	May	May
GRADE LEVEL TOTAL					
At or Above Level I	100	100	100	100	100
At or Above Level II	97.8	100	93.3	98.0	95.9
At or Above Level III	87.6	87.0	85.6	84.7	77.6
At Level IV	55.0	52.0	42.2	40.8	42.8
Number of students tested	89	100	90	98	98
Percent of students tested	100	100	100	100	100
SUBGROUP SCORES					
White					
At or Above Level I	100	100	100	100	100
At or Above Level II	97.4	100	100	100	98.2
At or Above Level III	97.4	98.2	100	96.2	89.1
At Level IV	82.1	72.7	62.7	59.6	58.2
Number of students tested	39	55	51	52	55
African American					
At or Above Level I	100	100	100	100	100
At or Above Level II	97.6	100	82.4	95.1	92.1
At or Above Level III	78.6	71.9	61.8	70.7	57.9
At Level IV	28.6	21.9	11.8	17.1	18.4
Number of students tested	42	32	34	41	38
Low Socioeconomic					
At or Above Level I	100	100	100	100	100
At or Above Level II	95.8	100	85.4	93.9	88.6
At or Above Level III	79.1	74.5	68.3	63.6	65.7
At Level IV	33.3	23.3	22.0	12.1	14.3
Number of students tested	48	43	41	33	35
STATE SCORES					
At or Above Level I	100	100	100	100	100
At or Above Level II	96.1	95.8	94.3	93.8	93.1
At or Above Level III	82.6	79.8	76.4	74.4	73.6
At Level IV	45.5	41.0	38.0	36.4	36.9

State Criterion-Referenced Tests

Test: North Carolina End-of-Grade Assessment

Grade/Subject: 3rd Grade Math

Edition/publication year: First Edition 1993
Second Edition 2003

Publisher: NCDPI

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	May	May	May	May	May
GRADE LEVEL TOTAL					
At or Above Level I	100	100	100	100	100
At or Above Level II	98.9	100	96.7	98.0	92.9
At or Above Level III	93.2	89.0	77.8	85.7	72.4
At Level IV	55.0	44.0	45.5	35.7	29.6
Number of students tested	89	100	90	98	98
Percent of students tested	100	100	100	100	100
SUBGROUP SCORES					
White					
At or Above Level I	100	100	100	100	100
At or Above Level II	100	100	100	100	98.2
At or Above Level III	100	98.2	100	96.2	89.1
At Level IV	82.1	63.6	68.6	57.7	47.3
Number of students tested	39	55	51	52	55
African American					
At or Above Level I	100	100	100	100	100
At or Above Level II	97.6	100	91.2	95.1	84.2
At or Above Level III	85.7	68.8	41.2	70.7	44.7
At Level IV	26.2	15.6	5.9	7.3	0
Number of students tested	42	32	34	41	38
Low Socioeconomic					
At or Above Level I	100	100	100	100	100
At or Above Level II	97.9	100	92.7	93.9	82.9
At or Above Level III	89.6	79.1	53.7	72.7	51.4
At Level IV	33.3	18.6	22.0	18.2	5.7
Number of students tested	48	43	41	33	35
STATE SCORES					
At or Above Level I	100	100	100	100	100
At or Above Level II	98.9	96.8	95.8	94.4	93.7
At or Above Level III	88.8	77.3	73.6	71.8	70.0
At Level IV	42.9	34.2	30.3	31.8	29.8

State Criterion-Referenced Tests

Test: North Carolina End-of-Grade Assessment

Grade/Subject: 4th Grade Reading

Edition/publication year: First Edition 1993
Second Edition 2003

Publisher: NCDPI

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	May	May	May	May	May
GRADE LEVEL TOTAL					
At or Above Level I	100	100	100	100	100
At or Above Level II	96.9	97.8	96.6	93.3	92.5
At or Above Level III	91.8	86.0	83.1	79.8	77.4
At Level IV	52.0	48.4	27.0	34.8	32.2
Number of students tested	98	93	89	89	93
Percent of students tested	100	100	100	100	100
SUBGROUP SCORES					
White					
At or Above Level I	100	100	100	100	100
At or Above Level II	100	100	97.7	94.3	95.2
At or Above Level III	100	96.0	90.9	90.6	88.7
At Level IV	80.4	68.0	43.2	49.0	43.5
Number of students tested	46	50	44	53	62
African American					
At or Above Level I	100	100	100	100	100
At or Above Level II	94.7	94.3	94.9	90.3	85.2
At or Above Level III	81.6	68.6	71.8	58.1	51.8
At Level IV	21.0	20.0	10.2	9.7	7.4
Number of students tested	38	35	39	31	27
Low Socioeconomic					
At or Above Level I	100	100	100	100	100
At or Above Level II	93.2	94.6	92.5	85.7	80.6
At or Above Level III	81.8	72.9	70.0	60.0	58.1
At Level IV	25.0	27.0	10.0	8.6	9.7
Number of students tested	44	37	40	35	31
STATE SCORES					
At or Above Level I	100	100	100	100	100
At or Above Level II	95.8	95.3	93.9	93.0	92.6
At or Above Level III	83.7	77.1	74.5	72.0	71.4
At Level IV	41.8	32.4	31.3	29.7	27.6

State Criterion-Referenced Tests

Test: North Carolina End-of-Grade Assessment

Grade/Subject: 4th Grade Math

Edition/publication year: First Edition 1993
Second Edition 2003

Publisher: NCDPI

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	May	May	May	May	May
GRADE LEVEL TOTAL					
At or Above Level I	100	100	100	100	100
At or Above Level II	96.9	98.9	100	94.4	98.9
At or Above Level III	96.9	96.8	89.9	86.5	82.8
At Level IV	74.5	53.8	48.3	47.2	49.5
Number of students tested	98	93	89	89	93
Percent of students tested	100	100	100	100	100
SUBGROUP SCORES					
White					
At or Above Level I	100	100	100	100	100
At or Above Level II	100	100	100	98.1	100
At or Above Level III	100	100	93.2	94.3	93.5
At Level IV	97.8	80.0	70.4	60.4	66.1
Number of students tested	46	50	44	53	62
African American					
At or Above Level I	100	100	100	100	100
At or Above Level II	100	97.2	100	87.1	96.3
At or Above Level III	92.1	91.4	84.6	71.0	59.2
At Level IV	47.4	14.3	25.6	19.4	18.5
Number of students tested	38	35	39	31	27
Low Socioeconomic					
At or Above Level I	100	100	100	100	100
At or Above Level II	100	97.3	100	85.7	96.8
At or Above Level III	93.2	91.9	82.5	65.7	61.3
At Level IV	52.3	32.4	30.0	14.3	22.6
Number of students tested	44	37	40	35	31
STATE SCORES					
At or Above Level I	100	100	100	100	100
At or Above Level II	99.3	99.1	98.8	97.9	97.1
At or Above Level III	94.7	88.9	86.7	84.5	82.6
At Level IV	59.1	43.0	40.0	40.8	39.6

State Criterion-Referenced Tests

Test: North Carolina End-of-Grade Assessment

Grade/Subject: 5th Grade Reading

Edition/publication year: First Edition 1993
Second Edition 2003

Publisher: NCDPI

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	May	May	May	May	May
GRADE LEVEL TOTAL					
At or Above Level I	100	100	100	100	100
At or Above Level II	99.0	98.9	98.0	97.9	90.4
At or Above Level III	98.0	91.9	85.8	77.9	76.9
At Level IV	49.5	44.8	40.4	41.0	40.4
Number of students tested	99	87	99	95	104
Percent of students tested	100	100	100	100	99.0
SUBGROUP SCORES					
White					
At or Above Level I	100	100	100	100	100
At or Above Level II	100	97.8	100	100	95.2
At or Above Level III	100	95.6	96.4	89.1	88.9
At Level IV	72.9	64.4	60.0	53.1	57.1
Number of students tested	48	45	55	64	63
African American					
At or Above Level I	100	100	100	100	100
At or Above Level II	97.5	100	94.7	92.9	80.0
At or Above Level III	95.0	85.7	68.4	53.6	57.1
At Level IV	25.0	17.1	10.5	14.3	11.4
Number of students tested	40	35	38	28	35
Low Socioeconomic					
At or Above Level I	100	100	100	100	100
At or Above Level II	97.6	100	94.9	94.3	77.5
At or Above Level III	95.2	88.6	69.3	54.2	52.5
At Level IV	29.3	28.6	10.3	17.1	10.0
Number of students tested	41	35	39	35	40
STATE SCORES					
At or Above Level I	100	100	100	100	100
At or Above Level II	98.2	97.3	96.6	95.6	95.0
At or Above Level III	88.7	84.5	82.6	79.1	75.8
At Level IV	43.7	40.0	39.4	38.1	32.7

State Criterion-Referenced Tests

Test: North Carolina End-of-Grade Assessment

Grade/Subject: 5th Grade Math

Edition/publication year: First Edition 1993
Second Edition 2003

Publisher: NCDPI

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	May	May	May	May	May
GRADE LEVEL TOTAL					
At or Above Level I	100	100	100	100	100
At or Above Level II	100	98.9	98.0	93.7	94.3
At or Above Level III	98.0	94.2	85.8	73.7	78.1
At Level IV	69.7	70.1	53.5	43.2	42.8
Number of students tested	99	87	99	95	105
Percent of students tested	100	100	100	100	100
SUBGROUP SCORES					
White					
At or Above Level I	100	100	100	100	100
At or Above Level II	100	97.8	100	100	98.4
At or Above Level III	100	97.8	98.2	84.4	92.1
At Level IV	93.8	86.7	69.1	57.8	57.1
Number of students tested	48	45	55	64	63
African American					
At or Above Level I	100	100	100	100	100
At or Above Level II	100	100	94.7	78.6	86.1
At or Above Level III	97.5	88.6	65.8	50.0	55.5
At Level IV	37.5	48.6	26.3	10.7	16.7
Number of students tested	40	35	38	28	36
Low Socioeconomic					
At or Above Level I	100	100	100	100	100
At or Above Level II	100	100	94.9	85.7	85.4
At or Above Level III	95.1	88.5	66.6	48.6	48.7
At Level IV	51.2	51.4	17.9	20.0	14.6
Number of students tested	41	35	39	35	40
STATE SCORES					
At or Above Level I	100	100	100	100	100
At or Above Level II	98.9	98.3	97.8	96.2	96.2
At or Above Level III	92.5	88.5	86.7	82.9	82.4
At Level IV	61.8	53.2	50.1	48.6	46.9